DOCUMENT RESUME

ED 193 782 EA 013 019

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TITLE Women Administrators: Careers, Self-Perceptions, and Mentors.
PUB DATE Mar 79
NOTE 45p.: Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; *Administrators; Affirmative Action; Career Choice; Career Development; Equal Opportunities (Jobs); *Females; Higher Education; *Mentors; *Professional Development; *Self Concept; Student Teacher Relationship

ABSTRACT

This report presents an analysis and interpretation of responses from women administrators in higher education concerning influences on their careers, professional mobility, and self-perceptions. Issues discussed include the inadequacy of information concerning women administrators, influences on career growth, differences between academic and nonacademic administrators, and the role of mentors. Ninety of the 200 women identified as holding administrative positions at the University of Cincinnati responded to a questionnaire that solicited demographic information, data about career mobility and influences, and open-ended responses about aspirations and expectations. (Author/MLF)

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WOMEN ADMINISTRATORS: CAREERS, SELF-PERCEPTIONS, AND MENTORS

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March 1979

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WOMEN ADMINISTRATORS: CAREERS, SELF-PERCEPTIONS AND MENTORS

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WOMEN ADMINISTRATORS: CAREERS, SELF-PERCEPTIONS, AND MENTORS

The role of women in higher education has been treated almost exclusively as a quantitative issue. The extent of inequality and recent steps toward equality have been assessed by head counts: admissions ratios, earned degree statistics, salary averages, EEO category analysis, Affirmative Action pools, professional rank comparisons. While some of the measurements have become quite sophisticated, identifying such hirsute variables as birth order and aggressiveness, the overall yardstick is simple and linear: "more equal" has meant "more women".

The collection of quantitative data, including head counts, must continue; an underlying premise of Affirmative Action is that visible counting systems lead to public accountability. However, there is also a need to begin a different kind of assessment:

> Clearly, there is no further need to document sexism or discrimination in the higher education system. That has been accomplished. Nor is there a need to document the changes of the past 10 years and the professional and personal implications these have for the lives of both women and men.

There are, however, many unexplored issues and unanswered questions of concern to those interested in future opportunities for women. The roles of women as students in undergraduate, graduate, and continuing education programs or as faculty members and administrators are just emerging as legitimate topics for serious research.

There is a great need for data to explode myths, such as the notion that there are two categories of women, married women and career women, and that employment for women is a secondary concern. Researchers need to learn more about the difficulties faced by achievement-oriented women and the strategies they use to cope with problems. (1, p. 82).

In other words, we must begin to explore who are the women in higher education, how they got there, and what they need to succeed. We must also analyze how universities and colleges help or hinder the women who work within the environment of higher education.

...an approach is needed that is direct and operational. It should broaden the scope of the inquiry to examine the characteristics not only of

> the employed but of the employer. An attempt should be made to locate the employer along some relevant continuum, such as the degree to which an institution facilitates or impedes policies that lead to equal employment opportunity for women and minorities. Enlarging the inquiry to the employing institution would lead to a more realistic understanding of discriminatory employment practices and provide a far better basis for devising strategies for change. It would enable higher education to move past explanations of employment differences and exercise leadership to eliminate them. (6, p. 60).

This study grew out of the professional need for a "direct and operational approach" to our immediate environment in higher education. As working University administrators, we daily encounter tasks that require not only skills and competence, but also an understanding of "the system". When we talked with our female colleagues, they had the same questions: how did we get our jobs done, what were the real operational systems, what factors led to success, how could we effect our own careers? The published literature, in the rare instances when it focused on women administrators, only quantified the obvious: women are a small minority of University administrators, clustered in traditional nurturing

roles (e.g., staff positions, counselors, residence hall staff, affirmative action officers), with little budgetary or decision-making power. While there was an explosion of publications about professional development, self-assessment, and career paths, this literature was primarily idealistic and philosophic: how to think about one's career not how to do it.

We undertook this study to develop a profile of the women administrators on our campus, focusing on three specific issues: (1) what is their status within the institution, (2) what are the influences on their careers, and (3) how do they perceive their work environment. The first area of inquiry would provide information about employment patterns and personal and professional background as a frame of reference. The second area would identify the factors that led these women into administrative roles in higher education and their support systems. We were particularly interested in whether women administrators had, or perceived themselves as having, mentor systems. The third area would provide an assessment by women administrators of how the institution responded to their professional needs and interests.

We hoped this collective introspection of their roles by women administrators would lead to some understanding of the parameters and potentials of careers. In their study of The Managerial Woman, Hennig and Jardim concluded, "In general, women come to the job setting with little or no prior know-

ledge of behavioral norms and expectations, with no concrete recognition of what a career means or the part a job must necessarily play in it, with no clear career aspirations or objectives..." (2, p.117) This study was designed to test the present truth of that conclusion for women University administrators and also to lead to strategies for its future invalidation.

Minimal research has been done on women administrators in higher education. Most of the evaluation of affirmative action has been in broad statistics and discouraging institutional case studies. In one of the few studies, The American Council on Education conducted a survey on 52 administrative positions in higher education. One of the highlights of the conclusions is that "white men held about 79% of the key administrative positions at the survey institutions, white women held 14%, minority men held 5%, and minority women held 2%." (7, p. 8) At the University of Cincinnati in 1975-76, 44 jobs corresponded to the 52 positions studied by ACE. Of the 44 at U.C., white women held 4.5% and minority women 2.3%.

METHODOLOGY AND DATA

In the fall of 1976, we began this project following discussions with several administrative women who reaffirmed

our belief in the need for such information. Our research instrument was a questionnaire which solicited demographic information, data about career mobility and influences, and open-ended responses about aspirations and expectations. From the University of Cincinnati office directory, we identified 200 women in administrative positions, based on our experience and understanding of institutional titles, job responsibilities, and organizational structure. By "administrative" we meant jobs with line or staff responsibilities, budgetary or supervisory authority, decision-making power, or were generally perceived as non-faculty, non-clerical positions. Although the personnel data bank includes an "administrator" category, the inclusion of some job titles within the system made it useless for our purposes. Questionnaires were sent to the 200 women at the University of Cincinnati in the winter of 1977. Responses were received from 90 individuals, covering the full range of job titles.

The ages of the respondents ranged from 21 to over-50 years; the majority fell between 21 and 40. Salaries ranged from $5,000 to over $25,000; the median salary range was $16,000 to $17,999. Nine women reported salaries over $25,000. Of the respondents, 76% had been employed at the University less than five years. Of the 90 women, 12

had doctorates, 35 had masters degrees, 27 bachelors, 5 associate degrees, and 11 high school diplomas. More than 50% were married. (For complete report of demographic information, see Appendix, Tables A.1 -- A.5.)

CAREER SUPPORT, INFLUENCES AND GOALS

A series of questions were designed to elicit information about the women administrator's career experience and mobility within the University, supportive activity such as encouragement and on-the-job promotion, and sources of career influence. Through these questions, we hoped to identify evidence of mentoring on behalf of the respondents. We did not specifically use the term mentor in the questions in order to avoid definitional confusion.

Promotions And Encouragement. In response to "Is there one individual who helped you obtain your present job?", 61% replied no and 39% replied yes. Of those responding yes, 81% reported a male helper, and 19% reported a female helper. The helpers ages ranged from 40-75. Since the majority of the women administrators were under 40, the pattern is that significantly older males provided help to women administrators in getting their current jobs. That the helpers were male is not surprising since there is a relative scarcity of women administrators and only a minority of respondents reported

having a female supervisor.

There is a discrepancy between the 61% who reported that no individual helped them get their present job and the fact that 53% of the respondents said that recommendations were important in getting their job. The explanation may simply be that to the respondents "recommendations" means written statements that are part of an application process, not the direct assistance implied by "one individual who helped you."

Three-quarters of the respondents said that they had received an on-the-job promotion. Response to the question "Has anyone ever encouraged you to apply for another position?" was also high: 67% replied yes and 32% replied no. Of those responding yes, 80% actually applied for other positions and 20% did not. Of those who did apply, 76% were successful. The general pattern is that encouragement is given, application made, and promotions are received by the respondents. On the basis of our research, this dimension of the work environment for women administrators is supportive. There is an important caveat, however, since it is possible that those that did not return the questionnaire have different perspectives.

Of interest is the 20% of the respondents who received encouragement but did not APPLY for other positions. Further research is needed to evaluate whether this is an indication of job satisfaction or anticipation of failure or cynicism

about the possibilities open to them.

Two-thirds of the respondents reported that they have promoted the professional job and career growth of others. Of these, 47% mentioned helping men, 75% helping women, and 35% helping both. Those receiving support from the respondents included students, colleagues, daughters, friends, husbands, subordinates, employees, and sisters. Because a major focus of our study was directed at sex variables, we analyzed supervisors' sex as a variable in several key questions.

(table 1 here)

Whether a woman administrator has a female or a male supervisor seems to have no obvious bearing on whether she receives encouragement to apply for a new position. Of those with female supervisor, 78% reported they had been so encouraged either by their supervisor or someone else; of those with male supervisors, 71%. There is probably some significance to the fact that 74% of those who had not received encouragement had male supervisors. We can only speculate as to possible explanations: professional isolation of women, inadequate managerial skills of male supervisors, societal barriers between women and their male supervisors, low professional visibility, and so forth.

The supervisor's sex is not a significant variable in on-the-job promotions. Of those with female supervisors, 76% reported they had received on-the-job promotions; of those

with male supervisors, 68%. The numerical response is noteworthy. The 32% of those with male supervisors who had not received promotions represents 23 individuals; the 24% with female supervisors represents three individuals. Although almost 25% of the respondents themselves got no encouragement, it is encouraging that 80 out of 83 respondents have promoted the professional job/career growth of others. Women administrators have encouraged both men and women but have favored women almost two-to-one.

The sex of a superior also seems to have little impact on being promoted. Considering the numerical response, only three women out of a total of 13 with female supervisors responded negatively, and 23 of 74 women with male supervisors never received on the job promotions.

Academic Administrators. Of the 99 respondents, we considered 19 to be "academic administrators"; women who are faculty first but have assumed some administrative responsibilities. Their administrative role is ancillary to their primary function of teaching and research. The titles of these 19 women included Assistant Dean, Director of Women Studies, Department Head, Assistant to the Dean, Senior Psychologist, and Assistant Director for a College. All of these positions are tied directly to collegiate units. Forty-seven percent said they had not been encouraged to apply for another position; twenty-eight percent of our total respondents said they had not been encouraged. This difference is significant and merits further

research. Some possible explanatory factors may be the limited career paths, isolation of individuals within an autonomous collegiate structure, extension of faculty individualism into administrative roles, and inadequate support systems.

Professionally Significant Others. Which individuals are "significant others" in the careers of women administrators shifted according to function. We compared the response to two questions, "Which individuals have most significantly influenced your professional development?" and "If you are about to change your job or position, who would you consult?" Multiple answers were allowed.

(table 2 here)

For analysis, we grouped the responses into three categories: family/spouse, teachers/friends, and supervisors. In response to the "most significant influence", family/spouse received the most mentioned (69), followed by supervisors (54) and teachers/friends (50). However, in response to the "consult on change in job or position" question, teachers/friends received the most mentions (58), followed by family/spouse (41), and supervisors (31).

While supervisors are cited as frequent influencers of professional development, they are infrequently given a role in decisions about current job changes. Teachers and friends, which received nearly twice as many mentions as supervisors, are given the primary consultant roles in job changes. The use of family/spouse as consultants in changing jobs is interesting. Fifty of the respondents are married, but only

22 mentioned th spouse as someone they would consult about changing jobs positions and only 24 mentioned their spouse as the most significant influence on professional development. The significance of this separation of the spouse from career decisions can only be determined through more detailed investigation of the relationship between husband and working wife, which is beyond the purview of this study. Nevertheless, it is striking that almost 50% of the married women administrators would not consult their husbands about job changes, the other person who would be most directly and immediately affected. There are direct career related consequences of this deliberate separation of work and career lives for women. As Hennig and Jardim point out, "There really are basic conflicts between a woman's ability to build a successful career and to be a successful wife." (2, p. 180). But the strategy of separation of roles creates impossible to achieve expectations of perfection in both roles. While Hennig and Jardim recommend that women themselves need to solve these problems through negotiation and discussion with spouses, there is also an obligation for the work environment to acknowledge and accept the administrator/wife. The needs of the administrator/mother for child care is an obvious corollary.

Mothers received more mentions than fathers on both questions. The significance of parents is less in decisions concerning job changes compared to their influence on professional development. This is a natural pattern as children move into adulthood. It is commonly believed, however, that fathers have the primary influence on careers, even of

daughters. But our respondents mentioned mothers slightly more often as influences on professional development, and proportionately many more times than fathers as consultants on job changes.

The difference in the mentions of male and female friends -- where female friends received significantly more mentions on both questions -- repeats the pattern of more frequent reliance on females for professional development and career consultation.

Contact With Significant Influences. Following the question asking women administrators to identify those who had the most significant influence on their professional development, respondents were asked "Do you still maintain contact with the above individual(s)?" The responses were: frequently 43 (57%), occasionally 18 (24%), rarely 6 (8%), never 9 (12%). The frequent mention of family/spouse and friends as most significant influences may explain why the majority of respondents indicated frequent contact with these individuals. We grouped the responses according to whether the woman had received encouragement to apply for another position or not in order to see if there was any difference in the career goals the two groups set for themselves.

Some of the career goals of those who received encouragement to apply for another position were:

-completing a doctorate

-administrating a larger educational unit

-be a line officer

-communications/public relations administration in higher

education

-finish degree

-assume directorship

-vice provost for student affairs or assistant to president of a small community or liberal arts college

-working on a college campus and academic support services or in industry personnel management

-executive secretary

-possibly teaching

-director of the Division of Continuing Education

-if I stay in student affairs, a career planning/placement position

-administrative officer of a large company or operating my own small business

-in charge of a college library

-to be an administrator in a consortium of library or business; receive my MBA

-working in a decision making position

-similar position with more authority

-working in an administrative post, commensurate with my white male counterparts

-same as now which is the director

-counseling in preretirement and health field

-thinking about retirement

-I like what I am doing, I do it well, and I know my job thoroughly. However, I would like to move up a bit

-advance

-don't know, I'm a now person and I'm not worried about it

-executive position in industry, kind of position I refused until children were grown

-go back to teaching and research if I stay here

-the same

-teacher, not chairman, associate professor, or professor of English

-more administrative responsibility

-faculty only

-heading an archives or special collections department at a significant institution

-I want more responsibility, more to do

-assistant vice-president at a small college or business

-hospital administrator or vice-president patient care for medical center

-I want to be directing a small unit at this University

-head a larger department

-helping to create and maintain a better system in personnel, functioning in a managerial role.

The career goals of those who had <u>not</u> received encouragement to apply for another position were:

-teaching better

-studying for Ph.D. in either linguistics/languages or law

-personnel administration

-work in collegiate administration, more dollars, studying for Ed.D.

-ten years -- a position of wealth and prestige involving world travel and domestic help, fresh flowers in my boudoir and handsome men on my yacht

-make at least two promotional moves

-administrative or executive secretary work

-retire

-advance to a management position in research administration

-it may sound just a wee bit lackadaisical,but I like my position, in fact it is 20 years and I still like it

-satisfied with present position with compensation

-quit the job of chairperson and do research and writing, further the cause of women on campus

-complete doctorate, administrative position

-working in the same area of responsibility

-undecided, might consider a deanship

-undecided

-working in Residence Hall Services, student personnel, student affairs

-not definite

-be in a place where upward mobility is available and perhaps increase in skills to become consultant.

We found that there were notable differences in the goal statements of the two groups. Those that had received en-

couragement to apply for another position tended to express career goals that were more specific in terms of title, function, and responsibility. Overall, their goal statements were more assertive and aggressive. None of this group reported they were undecided; all stated some type of goal, typically reflecting achieving recognition or status within the University system. The goal statements of those who did not receive encouragement tended to be more vague. Many of their statements were about self-improvement, indicating they thought their credentials or skills were inadequate. There were also individuals in this group that reported no goals and in some cases, a desire for less responsibility.

It seems obvious that encouragement gives women administrators a sense of career direction and ambition. Encouragement seems to help these women focus on defined career paths. The expressed interest of another in one's career may be one of the most critical developmental factors for women administrators in the work environment. In an effort to further understand the importance and nature of this factor, we turned to the concept of mentoring in our analysis.

MENTORING

Mentor has become a professional buzz-word in the past several years, particularly as more and more "how-to-succeed" literature has aimed at career women. The term derives from Greek mythology; Mentor was the name of the friend Odysseus

entrusted with the education of his son, Telemachus. According to Webster, mentor means "a wise and trusted guide or teacher." Contemporary management theory has narrowed the definition to an individual who serves as advisor, advocate, critic, even godfather in a person's career. The current usage is most succinctly described by Gail Sheehy in Passages as a non-parental career model. (5, p. 37-46).

The most recent definition of mentor has emerged from Daniel J. Levinson's study of male development:

> The mentor is usually several years older, a person of greater experience and seniority in the world the young man is entering. I can think of no word to describe adequately the essence of this relationship. Words such as "counselor" or "guru" suggest the more subtle meanings, but they have other connotations that would be misleading. The term "mentor" is generally used in a much narrower sense, to mean teacher, advisor, or sponsor...(3,p. 24).

Levinson describes the mentor relationship as a transitional one, part of adult development; it is also a temporary relationship that frequently ends with strong conflict and bad feelings, although many qualities of the mentor may be adopted as part of the internalization of models.

Throughout their response to the questionnaire, the women administrators directly mentioned or alluded to this concept.

Some of our questions were designed to elicit information about their perception of mentoring, for themselves and others. One of our assumptions, generally supported by the questionnaire responses, is that mentors are believed to be bestowed upon individuals. Now that the popular literature has determined that one ought to have a mentor, women are literally sitting around waiting for their's to appear, like some fairy godmother (or godfather, usually) who will magically show them the way up the career path. In their study of managerial women, Hennig and Jardim reported, "Women describe themselves as waiting to be chosen--discovered, invited, persuaded, asked to accept a promotion." (2, p. 178).

Within a university structure, however, the mentor is a well-established traditional role, although perhaps not identified by that name. It is a concept much closer to Odysseus' "the wise and trusted guide": the professor-graduate student relationship. Academic mentoring differs from the current management concept however; most graduate students actively seek mentors through coursework, assistantship assignments, and dissertation advisors. If a mentor relationship is established (and it is based on far more than academic achievement,) it is supportive during the student's academic work and beyond, into his or her career.

Mentoring within the academy was summarized by a male Dean at our university. Asked to define "mentor", he talked about a "mentor system". He felt that it was a relationship

established between a professor and a graduate student when the student is pursuing an advanced degree; the Dean actively initiated such relationships at that time in his career. He stated that several individuals continue to "watch over" him; they have nominated him to national committees, advised him to initiate career changes, and offered professional and psychological support.

At the University of Cincinnati in December 1976, women represented 54% of the workforce with the greatest concentration in the Office and Clerical categories. A quick overview established that the academic tradition of mentoring would in general not be available to women within the University because of their educational background and job distribution.

(Table 3 here)

Within an academic community, the prevalent concept of mentor may be "graduate school advisor." However, it is not automatically applicable to the administrative sector for several reasons: most women are in office and clerical positions that do not require postsecondary education; faculty have little direct contact with administration and would not be effective as professor/mentors; the faculty value system gives low prestige to the practicing administrator; and the administrative reward system has little in common with the professorial pursuit of research, teaching and publications.

One consequence may be that the prevailing concept of mentoring on the campus is inapplicable, inadequate, and therefore unproductive for women administrators. Even for those with doctorates, and therefore an opportunity in graduate school to develop mentor systems, they may not be relevant to their administrative jobs.

The different emphases in the academic and managerial concepts of mentoring led us to a detailed analysis of the responses from women who had graduate degrees. We focussed on two issues: did they have mentor systems from their graduate work, as the academic concept would suggest, and do they receive mentoring within the University administrative structure? In our study, 52% (39 Masters and 13 Doctorates) recorded a degree beyond the Bachelor's level; 30% had Bachelor's Degrees and 18% had less than a Bachelor's degree.

Doctorates. Seven (58%) of the doctorates had received their degrees from the University of Cincinnati, four at Midwestern universities, and one at an Ivy League University. The implications and explanations are numerous: the University of Cincinnati allows women to use the educational system through its tuition-remission policy for employees; the University hires its own women doctorates; an individual may have a commitment or desire to study, work, and remain within the Cincinnati area; personal mobility may dictate that individuals seek employment in the same area they receive advanced degrees; and inbreeding is generally not acceptable in academics, but it

seems to be allowed in administrative areas. Marital status appears to be a major factor for the doctorates. Five of the seven women with U.C. doctorates were married; three of the five who received their degrees elsewhere were single.

As a student or studying employee, one should be able to make contacts in anticipation of career placement and advancement. However, only three of the seven U.C. doctorates indicated that an individual helped in obtaining her present position. This implies that women are not developing or benefiting from a support network on campus. Only one person who obtained her doctorate elsewhere indicated receiving help in obtaining her present job. However, none of the women with doctorates who reported assistance in getting their present job said that the help came from their professors. Women either do not perceive the need for mentor systems at the local or national level, are unable to establish such networks, or the networks they have established do not affect their administrative job environment. Whatever the reason, the graduate-professor-as-mentor does not operate for women administrators with doctorates.

Nonetheless, these women are aware of variables in their job advancement. One administrator cited "timeliness" and "connections" as factors in her advancement but caustically added, "the entire evaluation process is a farce." Another said "connections were a main factor because politics and the old boy network is alive, well, and working on campus."

Although these women do not have effective networks, they identify the mentor network system as important in job advancement.

Masters. A total of 35 administrators hold masters degrees (one of the respondents holds two masters). The percentage (42%) of those who earned their masters degrees at the University of Cincinnati is not as great as the percentage of doctorates conferred at U.C. (58%) -- 15 masters degrees were earned from U.C. while 21 degrees were granted at other institutions of higher learning (18 Midwestern universities). The same implications and consequences apply to those who earn masters as to those who hold doctorates from U.C. As with those who earned their doctorates, marital status appears to effect where an individual obtained her masters degree. Two-thirds of the women who received their masters degrees were married. Fifty-seven percent of those holding masters degrees from other institutions are single.

However, a different pattern emerges for masters' degree holders looking at the institutions from which they received their degrees. While 58% of the doctorates were from U.C., 42% of the masters were from U.C.; 41% of the doctorates were obtained elsewhere than U.C. while 58% of the masters were obtained elsewhere. This difference may be related to the time required for masters degrees versus doctorates, family mobility, job requirements, and so forth. Although our research did not solicit specific information, educational

level of spouse may also be an explanatory factor warranting further research.

One issue revealed in the research is the prestige of the Universities from which the women administrators received their degrees. Although there is no current ranking of prestige or academic excellence of a total institution, there is consensus in academia about which are top level institutions. (The Roose and Andersen report of 1970, commissioned by the American Council on Education, ranks graduate programs, not total institutions.) We observed that more masters degree holders received their degrees from prestigious universities than did doctorates. This may simply be a reflection of the fact that far fewer women pursue doctorates than do masters degrees and, consequently, a female doctorate from a prestigious university is a rare, highly-sought-after individual, not likely to be an administrator at the University of Cincinnati.

In analyzing responses concerning help in getting their present job we found the U.C. masters degree holders paralled the U.C. doctorates; 7 of 15 U.C. masters degrees reported receiving help in obtaining their present job, 3 of 7 U.C. doctorates reported help. However, 7 of 21 who earned their masters degrees elsewhere reported help, whereas 1 of 5 who earned their doctorates elsewhere indicated help.

(table 4 here)

We were interested in whether the professor-as-mentor worked for masters degree holders more or less than it did for doctorates. Although the relationship between professor and masters candidates is not usually as intense or long-standing as with doctoral candidates, it should still apply.

A slightly higher percentage of female administrators with masters degrees than those with doctorates perceived help in getting their present jobs, i.e. some sort of mentor system or individual working for them (39% versus 33%). Overall, however, these women represent a minority; roughly two-thirds of female administrators with advanced degrees do not perceive themselves as benefiting from a mentor system. Our research indicates that the graduate student relationship does not automatically lead to a mentor network. While the male Dean's perception may be accurate for himself and others, and reflects the traditional academic idea of mentoring, it is not a reality for the majority of female administrators at U.C. The academy will have to redefine or expand its concept of mentoring if it is to be available to women in administration. Women will also have to revise their perception of mentors into a phenomenon that can be developed, not only received.

As do the doctorates, the female administrators with masters degrees believe mentors and mentor systems to be significant. Interestingly, the masters degree holders commented more than did the doctorates on major factors

affecting job advancements. Some comments were:

--it should be education and competence. However, that doesn't seem to be the case. "Connections" seem to be the major factor

--I would rather be judged on education, competence, and hard work than on the other factors or get a job because I'm a woman. Connections: who you know, whether you were BMOC (not female) and reputation among university people. Motivation must come from within because there are few mentors or role models for women. We are "deviants"--always suspect because of it. We must prove ourselves, more than our fellow male administrators. It is also disappointing when fellow women are not supportive--"queen bees!"

--interpersonal relations

--sense of politics and sources of influence; connections, i.e. knowing who can help you and who cannot; avoiding visibility of great irritation to the biggies; slickness of style and appearance; building a diversified support base

--a Godfather

--competence and political "savvy". Without political and organizational knowledge and skills, competence is not

enough. However, this is not unique to this organization. Also women need a support system. The isolation can be devastating

--Connections! Knowing the right people!! (and being the type of person they expect you to be!)

--Hard work for intermediate level positions. Connections for top level positions

--personality

--connections and not causing waves

--knowing the right people (who make the decisions) and articulating to them what you have supposedly done and are able to do

--Hearing about a job opening before it gets filled. Most are already filled before they are advertised or job requirements are established to fit a specific (already chosen) applicant

--aggressiveness

--advancement beyond a certain point at a university is prohibited without the proper educational background. There is no way that it can be promoted beyond an Assistant Dean in an academic area without the Ph.D. I do not think that enough women accept this fact and I worry that too many of us rely on other factors for advancement without

getting the necessary education to facilitate our advancement

--being the right sex and/or race in the right place at the right time

--I believe now, as I have believed since my college days, any woman who is qualified,possessed of a cheerful, optomistic personality who has good rapport with her fellow man, and behaves in a professional manner can get any job for which she tries. Respect has to be earned. Many people can get a job for an individual, but the individual has to keep the job and earn the promotions

In general, we found a lack of mentor systems established by the women administrators, but also a belief on their part that "good connections" were necessary for their or others advancement and success. This is directly contrary to their explanations why they were chosen for their current positions. The ninety respondents specified the job-related attributes of experience and competence as the overwhelming factors in obtaining their present positions--86% and 76% respectively--followed by slightly more than half of the women who said recommendations were important. Less than 15% mentioned physical characteristics, including sex, race, and appearance, as being relevant to their being hired. When women administrators describe their own careers and then the career

system, they offer different perceptions. They don't see themselves as participants in the mainstream of the work environment. This would be natural for a marginal population but also raises questions about the impact of marginality on career ambition, direction and success.

SUMMARY OF CONCLUSIONS

Based on our research on a group of University women administrators, some conclusions are:

- -The most significant influences on the career development of women administrators are family members and spouses, followed by teachers and friends, then job supervisors.
- -The sex of a woman administrator's supervisor appears to have no obvious correlation with whether that women receives career encouragement or on-the-job promotions.
- -The majority report receiving career support in the form of professional encouragement and promotions.
- -Receiving encouragement correlates positively with applying and getting positions.
- -Women administrators who have received career encouragement have more clearly defined career goals.
- -Most report they received their present jobs because of their experience and competence. Sex and race,

which are the touchstones of Affirmative Action, were not perceived as relevant to why they were hired.

-Over three-fourths of the women reporting assistance in getting their present job stated the assistance was from men. Almost all respondents stated they have promoted the careers of others, mentioning women twice as often as men.

-There is an apparent inconsistency in how women administrators see themselves and how they see "the system". They state their competence and experience are the primary factors in their own careers, but state that connections are important for getting ahead in the work environment. Throughout the responses there is an undertone of isolation, a separateness from the system.

-Academic administrators appear to be a distinct sub-group within the women administrators.

-Salary, job title and level of degree attainment are not distinguishing factors among women administrators.

SUMMARY ANALYSIS

Women administrators in higher education are rare and there are dangers in generalizing from this as from any case study. While our research identified facts about the careers of these women, perhaps the most informative aspect of our

study are the women's perceptions of their careers: how they get where they are and where they want to be in the future. Some of the respondents were cynical, some optimistic, some discouraged, some pollyannish. But the most persistent theme that emerged throughout the responses was an almost assertive isolation. In one way or another, these women were saying, "I'm competent and experienced; I know others are being promoted because of connections, but I got here because I know what I'm doing." There is hope and desire for the advancement that comes from those connections, but the attitude is passive, even complacent. Even when mentors or mentor systems are mentioned, it is in an idealistic "I wish I had..." tone, very different from the realistic and pragmatic tone used to describe their present situation.

The general conclusion is that these women are hoping for mentor systems but encounter barriers: geographical mobility, job uniqueness, marital status, personal assertiveness, institutional setting, relevance of academic work to administrative responsibilities, and so forth. It will be difficult to pinpoint which of these barriers is most prevalent, but future research should particularly address systemic issues to be of benefit to women administrators.

There is a substantial clue to the inhibition of mentoring in the differences we noted between academic administrators and non-academic administrators. Academic administrators have a direct relationship to the faculty and academic programs;

they participate in the group identity and common values of the teaching/research community. For example, an Assistant Dean or Department Head typically holds an academic title along with the administrative title. She has, by title and discipline, acceptance from her colleagues. Although she is no longer a "pure" academic , at least she "has been there", teaching and publishing. Then there is the administrator who is not affiliated with an academic program. She may or may not have the teaching or research credentials which seem to be the most effective foundation for mentor systems. Interestingly, however, the women with advanced degrees -- the passports in the faculty community -- still behave the same as the non-degreed administrators. Both have aspirations, both want and need mentors, and both are passive about their roles in establishing the right connections.

Women administrators seem to know how to gain admission to the system, but do not see their way clear to the front row seats. They recognize the benefits of connections, but do not know how to translate that knowledge into their own career activity. Their career potential is dissipated into the daily task of reaffirming job competence. This behavior easily leads the work environment to conclude that women administrators are content where they are. In reality, it is simply that women administrators do not know how to get where they want to be. The responsibility for change lies with both the University system and the women who have chosen to work within it.

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TABLE 1

CAREER ENCOURAGEMENT, PROMOTIONS, AND SEX OF SUPERVISORS

	FEMALE SUPERVISOR (N=19)		MALE SUPERVISOR (N=70)	
	YES	NO	YES	NO
Has anyone ever encouraged you to apply for a new position?	11 (78%)	3 (21%)	51 (71%)	20 (28%)
Have you ever received an on-the-job promotion?	10 (76%)	3 (23%)	51 (68%)	23 (31%)
Have you ever promoted the job/ career growth of someone else?	12 (100%)		68 (95%)	3 (4%)

TABLE 2

SIGNIFICANT OTHERS AND PROFESSIONAL DEVELOPMENT

	SIGNIFICANT INFLUENCE (N=90) PERCENTAGE	CONSULT ON JOB CHANGE (N=90) PERCENTAGE
Mother	24	8
Father	22	4
Sister	1	2
Brother	2	7
Spouse	27	24
Teacher	17	3
Male Friend	13	26
Female Friend	26	36
Past Supervisor	40	10
Present Supervisor	10	24
Other	16	12

TABLE 3

ANALYSIS OF UNIVERSITY WORKFORCE BY EEO CATEGORIES
DECEMBER 31, 1976

EEO CATEGORY	PERCENTAGES OF FEMALES
Officials and Managers	28
Professionals	41
Technicians	59
Office and Clerical	91
Craftsmen	30
Operatives	1
Laborers	41
Service Workers	52

TABLE 4

LEVEL OF GRADUATE DEGREE,
MARITAL STATUS, AND SOURCE OF DEGREE

DOCTORATE DEGREE HOLDERS

SINGLE*	MARRIED	INSTITUTION
2	5	University of Cincinnati
	1	Indiana University
	1	Case Institute of Technology
1		Ball State University
1		Columbia University
1		Wayne State University

MASTERS DEGREE HOLDERS

5	10	University of Cincinnati
	2	University of Minnesota
	2	University of Wisconsin
1	1	University of Michigan
2		Indiana University
	1	Bowling Green State University
1		West Virginia University
1		University of Kansas
	1	Miami University
1		Sangamon State University
2		Xavier University
1		Ohio State University
1		Simmons University
	1	University of Alabama
1		Wayne State University
1		University of Georgia
	1	Columbia University

*For this study, persons who indicated they were divorced and/or widowed are included under the "single" category.

APPENDIX

TABLE A.1

AGE OF RESPONDENTS
(N=90)

	NUMBER	PERCENT
21-25	9	10
26-30	15	17
31-35	12	13
36-40	11	12
41-45	12	13
46-50	6	7
Over 50	25	28

APPENDIX

TABLE A.2

MARITAL STATUS
(N=90)

	NUMBER	PERCENT
Single	20	22
Married	50	56
Divorced	13	14
Widowed	6	7
Separated	1	1

APPENDIX

TABLE A.3

HIGHEST DEGREE AWARDED
(N=90)

	NUMBER	PERCENT
High School	11	12
Associate	5	6
Bachelor	27	30
Master	35	39
Doctorate	12	13

APPENDIX

TABLE A.4

YEARS IN CURRENT JOB
(N=86)

YEARS	NUMBER	PERCENT
0-1	19	22
1-2	20	23
2-5	30	35
5-10	12	14
11-15	3	3
15+	2	2

APPENDIX

TABLE A.5

SALARY
(N=83)

	NUMBER	PERCENT
$5,000-5,999*	1	1
6,000-6,999		
7,000-7,999		
8,000-8,999		
9,000-9,999	2	2
10,000-11,999	12	14
12,000-13,999	11	13
14,000-15,999	15	18
16,000-17,999	18	22
18,000-19,999	8	10
20,000-24,999	7	8
25,000+	9	11

*Part-time salary figure